

**TEACHING SIMPLE PAST TENSE BY USING GRAMMAR TRANSLATION METHOD
(A FIELD RESEARCH AT FOUNDATION
LEVEL LPIA RAWASARI)**

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Abstract - The objectives of this research is to know the effectiveness of teaching Simple Past Tense using Grammar Translation Method and the problem that the writer finds out in the teaching-learning process. The data were collected through libraries, internet. The writer also do an observation to find out the students' ability about simple past tense before the writer do the treatment. Pre-test and post-test are conducted to find out the student's achievement. The research was concluded at foundation level LPIA Rawasari. The result of this research indicated that: (1) the writer applies grammar translation method in teaching simple past tense. The writer also always uses both English as target language and Indonesian as source language or mother tongue. The writer uses cue card as the teaching media to make the students comprehend easily. To find out the effectiveness of the method, the writer gives pre-test and post-test to the students and compare the scores. The scores shows that the students get a better score after learning simple past tense by grammar translation method. (2) The problems that are found in teaching-learning process are the students are difficult to pay attention to the material that the writer explained and some students have less vocabulary.

Keywords: Grammar, Simple Past Tense, Grammar Translation Method

I. INTRODUCTION

Teaching English is not easy because it needs suitable teaching method.. The teacher should utilize a teaching method that is attracting to teach speaking for the students which includes materials, comfortable environment, self-confidence teachers, etc. For this reason, the English teacher should apply appropriate method and technique.

Learning English means learning language components and language skills. Grammar, vocabulary, pronunciation, and spelling are examples of language components. One of the hardest material in teaching English is teaching grammar. Simple Past Tense is one of them. Simple Past Tense is used to describe a regular action and repeated action. Most students in Indonesia still assume that learning tenses is

very difficult. This thought makes the students not really enthusiastic in learning tenses. That is why the teacher should choose appropriate method or technique in teaching-learning tenses.

Method is a content plan of the teaching materials of the whole language or where a teacher can design teaching activities as a whole by selecting the right methode inserted therein. As Anthony said in (Richards and Rodgers, 2006) "method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural." Choosing an appropriate Method is very important in teaching- learning process because the central of teaching-learning process. (Kumaravadivelu, 2008:83)

“Method is central to any languages teaching enterprise”.

Grammar translation method is a language method derived from a classic (sometimes called traditional) method of language and Latin. This method has two main objectives: to enable students to read and translate the literature written in the target language, and for the students' further general intellectual development.

The writer using Grammar Translation Method in teaching Simple Past Tense. Grammar Translation Method is the method that focuses on translating grammatical forms and memorizing verb, because the writer attempt translates the sentence through grammatical form from Indonesia to English. The other reason why the writer chooses grammar translation method is grammar translation method is used in most school in Indonesia especially in public school. This method is expected to make the students easier to understand the material. As (Afiah, 2014) stated in her journal that “the strengths of grammar translation method, they are: for teacher teaching-learning process is faster because students always give good responses.”

Chang also wrote in his article with the title “a contrastive study of grammar translation method and communicative approach in teaching english grammar” Chang (2011) conducted a contrastive study of Grammar Translation method and Communicative Approach in teaching English grammar, to compare between these approaches, the study conducted in Taiwan, 86 students from Applied Foreign Language Department participated. The study showed that the Grammar Translation method is better than the Communicative Approach in accuracy but the later is better than in fluency, so he conclude that the ideal approach can be produced by emerging the two methods in teaching.

The writer also uses cue cards that help the students understand about the lesson. Cue card is cards with words written on them that help the students understanding vocabulary in past tense form. Cue cards are used to increase students' enthusiasm.

Based on the background and reason above, the writer chooses the title of her paper “TEACHING SIMPLE PAST TENSE USING GRAMMAR TRANSLATION METHOD (A FIELD RESEARCH AT

FOUNDATION LEVEL LPIA RAWASARI)”.

II. METHOD OF RESEARCH

2.1. Method

This research uses a descriptive method because it describes situations when the writer taught in the classroom. The writer also uses field research method because the writer taught and observed students in the classroom by herself.

2.2. Data Source

This research studies the effectiveness of grammar translation method to teach simple past tense at foundation level LPIA Rawasari. The sample of this study is the foundation level students at LPIA Rawasari.

The foundation level at LPIA Rawasari consist of eight students. This study uses both qualitative and quantitative data. The qualitative data are taken from students' observation, interview with students and some teachers that taught foundation level, and documentation. The quantitative data are taken from pre-test and post-test score.

The quantitative data are gained from the student's score. In this research the writer conducts pre-test to know their comprehension about simple past tense before getting treatment (the application of grammar translation method). Post-test is conducted to find out the effect of the application of grammar translation method and the students' achievement in simple past tense. The writer designs both written and multiple choice test. The question consists of twenty questions.

2.3. Data Collection

In this research, the writer uses the primary source, that is documents that made by the writer when the writer observed and taught the students. There are steps that the researcher takes to analyze the data:

1. Observing the students
2. Conduct the pre-test
3. Teaching the students through discussion technique
4. Conduct the post-test
5. Analyzing the result of pre-test and post-test

2.4. Data Analysis

The data analysis is the process of identifying and classifying the data. As

mentioned before, the main objective of this research is to know the effectiveness of grammar translation method to teach simple past tense at foundation level LPIA Rawasari.

For these reasons, there are several steps taken in analyzing the data. The first is to analyze the observation report that the writer has arranged. The second is to analyze the pre-test score. The third is to analyze the teaching-learning process where the writer using discussion technique to explain about simple past tense. And the last is to analyze and compare the result of pre-test and post-test.

III. RESULTS AND DISCUSSION

Well-preparation before teaching-learning process is very important in order to get an effective teaching-learning process. Process teaching is crucial part of teaching that is why the writer concern about preparation before teaching. Before the lesson started, the writer needs to analyze the characteristic of the students.

There are many preparations that the writer has prepared before teaching, these are as follow:

1. The writer analyzes the students. The writer thinks observation is the most important step to do before teaching. Because with observing the students, the writer will know students' ability.
2. The writer collects all data and other supporting from internet or libraries. The writer used books or source from libraries and internet to prepare teaching Simple Past Tense.
3. After that the writer makes lesson plan as guidance in teaching learning process. Planning is one of matter as preparation for teaching grammar. Planning is the best way to prevent nerves of many people feels when teaching a subject for the first meeting a new group of students.

After doing some preparations, the writer is ready to teach the students. Before applying grammar translation method, the writer gives a pre-test to the students to know their comprehension about simple past tense. The first meeting, the writer discussed about Simple Past Tense. The timing uses ninety minutes and also used cue cards as visual aid. The writer always uses both English and

Indonesian. First the writer speaks in English and interprets it into Indonesian.

- Writer : Good Afternoon kids, *selamat siang anak – anak*
- Students : Good Afternoon, Miss
- Writer : Ok, let me introduce my name is YuliaHardyanti, *ijinkan saya untuk Memperkenalkan diri, nama saya Yulia Hardyanti*
- Students : Hello, Hi Miss Yulia
- Writer : how are you today? *Apa kabarnya hari ini?*
- Students : fine, miss
- Writer : today I will give you some cards then you can guess it, *hari ini saya akan berikan beberapa kartu kemudian kalian menebaknya*
- Students : Ok

The writer always greets the students because the writer can make a communication with the students. The writer always asking the students' feeling to know the students' condition, so the writer can decide what activity that will be done by the students. If the study in a good condition, the writer can give the students explanation. In other hand, if the students in a bad mood, the writer will give material through games or other fun activity.

The games that usually are conducted by the writer are "what I am?" games. The students usually will be divided into two groups. Each group will choose one student to stand in front of the class. Then the writer will give some words to the rest of the students in that group. The other members of the group will is describe the word and the student who stand in front the class will guess it. The winner is the group that can answer more word.

The pre-test is conducted after greeting the students. The writer distributes the question and gives the explanation about the paper test. The writer gives both written and multiple choice questions.

NAME: _____ DATE: _____

GRAMMAR QUIZ

PAST SIMPLE

• Answer these sixteen questions to assess your knowledge of PAST SIMPLE grammar.

1. My family and I ... in London when I was young.
a) lived
b) live
c) was live
2. We ... some sandwiches and fresh fruit to eat for lunch yesterday.
a) took
b) tooks
c) brought
3. They wanted to ... a movie but there were no more tickets.
a) see
b) saw
c) seeing
4. (A) Did you have a good time?
(B) Yes, I ...
a) had
b) did
c) have
5. He didn't ... me because I was behind the tree.
a) saw
b) see
c) sees
6. (A) ... you a good student in school?
(B) Yes, I was.
a) Did
b) Were
c) Was
7. When did they ... back to their country?
a) flew
b) flew
c) fly
8. They ... back to their country last month.
a) fly
b) flew
c) flew
9. Did you ... lots of interesting photos on your holiday?
a) took
b) take
c) takes
10. We had a great time and we ... lots of fun and exciting things.
a) did
b) do
c) was did
11. Why ... you finish your math homework last week?
a) didn't
b) wasn't
c) wasn't
12. He ... see a dentist yesterday because he had a toothache.
a) has to
b) have to
c) had to
13. I wanted to ... but I couldn't. I had to stay and help my friend.
a) went
b) go
c) going
14. ... they late or on time yesterday afternoon?
a) Were
b) Did
c) Was
15. She didn't answer the phone because she ... at home.
a) didn't
b) wasn't
c) wasn't
16. (A) ... they tired after the long trip?
(B) Yes, they ...
a) Were / were
b) Was / were
c) Were / was

15 - 16 = Excellent 13 - 14 = Good 12 or Less = Study More!

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Source : www.allthingsgrammar.com

Figure 1. Pre-Test Question Multiple Choice

PAST SIMPLE TENSE

REGULAR VERBS

+ + V ed / d

- + didn't + V

? (Wh) Did + + V?

ADVERBS

► yesterday

► two days ago

► last week

► in March

► in 2003

► when I was younger

IRREGULAR VERBS

+ + I column

- + didn't + I column

? (Wh) Did + + I column?

Put the verbs in brackets into the Past Simple Tense:

1. We (HAVE) a lot of fun at your birthday party yesterday.
2. My brother and I (FINISH) our homework a few minutes ago.
3. Susan (LIKE) skating when she was a girl.
4. Joe (BREAK) his leg three weeks ago.
5. I (MEET) my best friend George in 2005.
6. My parents (GO) to the theatre yesterday evening.
7. He (WATCH) a very scary horror film last night.
8. Emma (NOT GO) to school when she was ill.
9. Where you (LEAVE) your jacket?
10. you (HATE) broccoli when you were a child?
11. Peter (READ) a very interesting book yesterday.
12. Mum (MAKE) a big chocolate cake a few hours ago.
13. We (PLAY) beach volleyball when we were at the seaside.
14. He (NOT LISTEN) to music after school yesterday.
15. I (GET) lots of good marks last month.
16. they (VISIT) their grandparents last summer?
17. He was very thirsty. He (DRINK) two glasses of water.
18. Sarah (NOT ENJOY) her piano lessons when she was seven.
19. Where your father (WORK) in 1985?
20. They (SEE) lots of animals in the zoo yesterday.

We finished this exercise a few seconds ago.

Source : Pinterest

Figure 2. Pre-Test Question

The writer explains about simple past tense by using cue cards that made by herself. There are some verbs and sentences in past form in the cue cards. Then, the writer will show the cue cards to the students and the students will read the cue cards. The writer also always interprets the sentence into Indonesian, so that the students know the meaning of each word and sentence. The writer asks the students to

arrange each card to make a good sentence in past form. The writer will give some cards to the students. Then, they have to choose appropriate word and stick it in the white board. The other students will come to the teacher table and choose one word to complete the word that has been stuck in the white board. This activity will be stop when the good sentence has been arranged or the students can not continue the sentence because they can not find an appropriate word.

The writer also shows to the students cards that have been written with sentence in present tense. Then, the students who know the answer has to raise their hand and change it into past form. From this activity, the writer will analyze who is often answer the question. It can indicate the students' comprehension about the simple past tense.

Today I fight, but yesterday I ...	Today we eat, but yesterday we ...	Today he pays, but yesterday he ...
Today we run, but yesterday we ...	Today you dream, but yesterday you ...	Today I give, but yesterday I ...
Today I go, but yesterday I ...	Today he goes, but yesterday he ...	Today she says, but yesterday she ...
Today we see, but yesterday we ...	Today they leave, but yesterday they ...	Today she sleeps, but yesterday she ...
Today he loses, but yesterday he ...	Today you get, but yesterday you ...	Today she begins, but yesterday she ...

Game Cards

Source : Pinterest

Figure 3. Cue Cards

After explaining the material, the writer also gives worksheet related the lesson on that day and the students did the worksheet, after that the writer checked it. The writer announces the result of the worksheet to the students and explains the correct answer to the students.



Source : www.allthingsgrammar.com

Figure 4. Worksheet 1

The second meeting, the writer reviews the previous material to the students. Then the writer asks the students to analyze some sentences to find out about the pattern of Simple Past Tense. The purpose of this activity is the students can discover the pattern of simple past tense by analyzing some sentences in past tense form. This activity also makes students not focusing on the pattern but focusing on the application of simple past tense. It makes the students easily apply the past tense form in daily activity such as, writing diary, writing about their experience, and daily conversation.

The writer also gives exercise through game to make the students enjoyed the activity. The game is called “playing with dice” game.

Writer : Good Afternoon, *selamat siang*
Students : Good Afternoon *Ms Yulia*,
selamat siang Ms Yulia

Writer : Ok, yesterday we have been learnt about simple past tense, now I will make a game that called “playing with dice”.
Baiklah, Kemarin kita telah belajar Simple Past Tense, sekarang saya akan mengadakan permainan dengan nama “bermain bersama dadu.”

Students : yes, miss

The writer asks the students to sit and make a big circle. Then, the writer put a board that consists of some question. The

writer also has prepared dice to play this game. The first student will throw the dice twice. The first roll will determine the number on the top and the second roll determines the number on the left. The students have to talk about the topic that they get for a minute. If the students lands on the “Ask any Question”, their friend can ask anything. This activity can stimulate the students to speak in the past form.



Source: www.Allthingstopic.com

Figure 5. Media for Game

The writer teaches the students at foundation level for four times. The writer teaches simple past tense to the students. All activity that the writer make can stimulate four skills in English, reading, speaking, listening and writing and those activity still relate with simple past tense. The writer asks the students to write their unforgettable experience to stimulate their writing skill. For listening skill, the writer tells a story about “Tangkuban Perahu” and after that ask the students some question about the story.

In the last meeting, the writer takes a post-test. Each students sit on their own chair to avoid the students cheat each other. The question consist of both written and multiple choice.

After the writer analyzes the teaching-learning process and doing the test to the students, the writer gets some result from their exercise. The writer distributes exercise contains 20 questions for each the pre-test

and the post-test to the students and assess scoring the questions by scoring: 1 correct answer x 20

Table 1. Result of pre-test and post-test

Name	The Result Comparison of	
	Pre test	Post test
Student 1	60	70
Student 2	65	70
Student 3	70	90
Student 4	50	70
Student 5	60	85
Student 6	70	65
Student 7	60	68
Student 8	75	85

Based on the result comparison of Pre-test and Post-test, the writer concludes that the students have different responses to the treatment that is given by the writer.

Pre-test score was students' score before the students get treatment using grammar translation method. The data in pre-test score show that the students did not understand because the teacher use full English in explaining the material. Most students are not in category rich vocabulary. Some of them do not know the past form of irregular verb.

Post-test score was students' score after the students get treatment using grammar translation method. The data in post-test show that the students enjoyed the class. They understand the material because the writer always translate what she said to the students. This method is a solution for class that has students who have less vocabulary.

In post-test data, we can see that some students still have bad score because they totally do not understand about simple past tense and they need more time to comprehend the material.

Through cue cards as visual aid, the writer attempt to explain the lesson carefully and slowly so that the students can memorize and implement the lesson. The writer always interprets the material into Bahasa Indonesia. The writer also involve the students who get the better score to help their friends to comprehend the material. The writer will make the students work in a group. Each group consists of two students. The writer will give exercise to each group. They has to work together. This activity can make a little improvement.

After applying grammar translation method and doing a post-test, the writer finds out that the students get better score because the students can understand the lesson slowly but sure. The students not only memorize verbs, but also comprehend the simple past tense form and can apply in the sentence.

In the teaching-learning process, the writer faces some problems. First some students are difficult to focus on the material. They always busy talking with their friends and they bother other students. For this problem, the writer usually make an agreement with the students. The writer asks the students to pay attention to the material, and not busy talking with their friend because it will disturb the other students. If the students break the agreement, the writer will give them punishment due to the agreement that has been made.

Second explaining by using cue card makes the writer has to be creative to make cue card. It need more time and energy to make cue card. The solution for this problem is the writer usually find out some example in the internet.

Third, using grammar translation method is draining teacher's endurance because teacher has to translate or interpret each word into Bahasa. Grammar translation method also requires both teacher and students having rich vocabulary. Solution for this problem is to drill vocabulary to the students.

Every Method has advantages and disadvantages. There are some advantages uses Grammar Translation Method, these are:

1. An effective ways for application of grammar and sentence structure, it means that the writer has to effective ways to teaching process
2. Few demands on teachers, it means that the writer makes the students has totally controlled about the lesson and get responses from the writer
3. Least stressful for the students as they use their native language, it means that the students can uses the lesson in daily activity

Beside some advantages, there is some disadvantages uses Grammar Translation Method, these are:

1. Less learner's motivation, it means that get less attention from the students so the students get less motivation
2. The focus is on accuracy and not fluency, it means that the lesson usually focus on accuracy but not fluency in speaking

IV. CONCLUSION

Grammar Translation Method is applied in teaching Simple Past Tense, through cue cards. Based on the theory, the writer uses both English as target language and Bahasa as source language or mother tongue. The writer always translated the explanation the lesson into Bahasa. This method can improve the students' score and their comprehension about simple past tense. It can be seen from the table of pre-test and post-test score. Most scores in the post-test are higher than the students' score in the pre-test. In applying grammar translation method, the writer uses cue card and games as the media to deliver the material to the students. Those media are chosen because the students in foundation level consist of students fourth until sixth grade elementary school.

There are some problems that are found in applying grammar translation method. First some students are difficult to focus on the material. They always busy talking with their friends and they bother other students. Second explaining by using cue card makes the writer has to be creative to make cue card. It need more time and energy to make cue card. Third, using grammar translation method is draining teacher's endurance because teacher has to translate or interpret each word into Bahasa. Grammar translation method also requires both teacher and students having rich vocabulary.

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